

Kindergarten English/literacy – Phonics

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Things your child will need

Have these things available so your child can complete this task.

Ideal

- Lesson videos: [Lesson 1](#), [Lesson 2](#), [Lesson 3](#), [Lesson 4](#), [Lesson 5](#)
- Books: [Book 1](#), [Book 2](#), [Book 3](#), [Book 4](#), [Book 5](#)
- [Independent Activity Sheets](#)
- Blank sheets of paper or workbook
- Pencil

Backup

- Decodable text or early reader which includes opportunities to practise these sounds.
- Make your own sheets by copying onto them onto paper yourself.
- Pencils are best, but can use any other writing tools such as textas, pens or crayons.

Before your child starts

Make sure your child has everything ready that they will need at the start of the lesson. Each day there is 1 video lesson and 1 book to read through.

Check that the videos are working and that the volume is turned up for the video lessons. It will help if your child is in a quiet environment because it is very important to hear how the phonemes (sounds) are pronounced.

Print and fold the books.

If your child has already learnt these phonemes, this will be a good chance to practise and strengthen this learning.

What your child needs to do

In these phonics lessons your child will be learning the most regular phoneme (sound) that are represented by these graphemes (letters) /s/ /t/ /a/ and /p/. They will learn to recognise each grapheme, and they will learn to blend the phonemes together so that they can read and write words. Phonemes are introduced in an order so that words can be made straight away from the phonemes that have been taught.

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English/literacy – Phonics

What to do next

Your child will need to watch each video for their phonics lesson and then read the book.

Day 1 – watch [Lesson 1](#) and read [Book 1](#)

Day 2 – watch [Lesson 2](#) and read [Book 2](#)

Day 3 – watch [Lesson 3](#) and read [Book 3](#)

Day 4 – watch [Lesson 4](#) and read [Book 4](#)

Day 5 – watch [Lesson 5](#) and read [Book 5](#)

Check that your child is pronouncing the sounds correctly. Look at their mouth, are they forming the phoneme correctly? There will be questions in the video that your child needs to respond to. Encourage your child to respond out loud. You may consider pausing the videos at times if your child needs more time to respond to the questions. It is important your child says and hears the sounds as they see the corresponding letter on the screen.

When reading the books, help your child to look at the letters and say the phonemes that they represent and blend those phonemes together to read the word.

When you finish the lesson try the independent practise activities.

Options for your child

Activity too hard?

You can slow down the learning by pausing and providing more time to practise.

You can focus on being able to say the sound when the letter is displayed.

Activity too easy?

You could focus more on the blending of the words and manipulating the order of the phonemes.

For example, “I have ‘sat’. Take away the /s/. What is the new word?”

“I have ‘at’. At the beginning add /p/. What word have you made?”

Extend the learning

- Complete the [Independent Activity Sheets](#)
- Look for the letters ‘s’ ‘a’ ‘t’ and ‘p’ around the house and encourage saying the phoneme that those letters can represent.
- Brainstorm words that have the sound in them that we were learning today, such as **sock**, **bus**, **tip**, **Tim**, **cat**
- Write the letters /a/ /s/ /p/ /t/ on post-it notes in both capitals and lower-case and scatter them throughout the house. Look for those letters around your home and say the phoneme out loud that is represented by those letters for more practice. Make it fun!
- Re-read the books throughout the day. Read them aloud.
- The lessons can be repeated at other times throughout the day for further practice. Repetition supports learning.

Kindergarten English/literacy – Handwriting



Things your child will need

Have these things available so your child can complete this task.

Ideal

- Lesson videos: [Lesson 1](#), [Lesson 2](#), [Lesson 3](#), [Lesson 4](#)
- Handwriting [worksheets](#)
- Parents' [guide to handwriting](#) in the early years
- Blank paper or workbook
- Pencils

Backup

- Use blank paper ruled with lines, try to copy the same handwriting practise lines as on the worksheets.
- Pencils are best, but can use any other writing tools such as textas, pens or crayons.

Before your child starts

Make sure your child has everything ready that they will need at the start of the lesson. There are 4 video lessons and 4 handwriting worksheets to complete throughout the week.

Check that the videos are working and that the volume is turned up for the video lessons. It will help if your child is in a quiet environment so that they can hear all of the instructions and learn how to form the letters correctly.

Print the worksheets.

What your child needs to do

In these lessons your child will be learning to correctly form the letters s, a, t and p, in both the lower case and the capital form. It is important for your child to hold the pencil correctly (the parent's guide to handwriting in the package has an image to refer to). It is also important to follow the instructions for the direction that letter is formed in.

Kindergarten

English/literacy – Handwriting

What to do next

Your child will need to watch each video for their handwriting lesson and complete the worksheet throughout the week.

Day 1 – watch [Lesson 1](#) and complete the Lower case and Upper case '[s' worksheet](#)

Day 2 – watch [Lesson 2](#) and complete the Lower case and Upper case '[t' worksheet](#)

Day 3 – watch [Lesson 3](#) and complete the Lower case and Upper case '[a' worksheet](#)

Day 4 – watch [Lesson 4](#) and complete the Lower case and Upper case '[p' worksheet](#)

Check that your child is forming the letters correctly. Common mistakes that young learners can make will be:

- going clockwise instead of anticlockwise when forming an 'a',
- starting from the bottom of the letter and going 'up' instead of 'down'
- writing a 'p' with 2 parts instead of in one complete motion.

If you notice your child doing something incorrectly you could show them the right way, and do some more practise. There will be questions in the video that your child needs to respond to. Encourage your child to interact with the lesson by responding out loud. You may consider pausing the videos at times if your child needs more time to respond to the questions.

Options for your child

Activity too hard?

You can slow down the learning by pausing and providing more time to practise.

If your child is finding forming the letters difficult ('a' can be tricky for some young learners) try gently placing your hand over theirs and move their hand for them, so that they can feel the movement.

Sometimes writing the letter on the page and asking your child to trace over the letter can assist with learning the formation.

Activity too easy?

Encourage students to write words using the letters s, a, t and p.

Give students more practise writing the letters from left to right across the page, making sure that all letters are of similar size and consistent slope.

Extend the learning

- Find these letters in printed materials around the house, and ask your child to use their finger to trace over the letter, paying attention to the direction for the correct formation.
- Say the phonemes (sounds) that these letters can represent while they are writing them.
- Use finger to write the letters in a sand box, or in some shaving cream on the tiles in the bathroom, or on a plate of rice.
- Rainbow writing. Write the letters in a light colour (like yellow) on the page and ask your child to trace over the letter many times, each time in a different colour to create 'rainbow writing'.
- Encourage writing words that blend these letters together can make, like sat, at, pat, tap, sap.
- Take turns writing the letters on a partners back with a pointed finger. The partner has to try to guess the letter that the writer written.
- Play a guessing game where you describe the letter and your child has to respond. For example, "I am thinking about a tall letter that goes straight down, then across. What is it?"
- Make the letters out of playdough
- Set a challenge to form the letter shapes with their bodies.

Kindergarten

English/literacy – High frequency sight words



Things your child will need

Have these things available so your child can complete this task.

Ideal

- Lesson videos: [Lesson 1](#), [Lesson 2](#), [Lesson 3](#)
- High Frequency Sight Word Activity Sheets – [Activity Sheet 1](#), [Activity Sheet 2](#), [Activity Sheet 3](#)
- Blank paper or workbook
- Pencils
- Scissors
- Counters

Backup

- Use blank paper to reproduce the activity sheets, the videos show examples how to do this
- Pencils are best, but can use any other writing tools such as textas, pens or crayons.
- Objects around the house can be used as counters. Things like: small lego blocks, coins, buttons, dry pasta small rocks or shells.

Before your child starts

Make sure your child has everything ready that they will need at the start of the lesson. There are 3 video lessons and 3 activity sheets to complete during the lesson, throughout the week.

Check that the videos are working and that the volume is turned up for the video lessons. It will help if your child is in a quiet environment so that they can hear all of the instructions.

Print the activity sheets.

What your child needs to do

In these lessons your child will be learning to read and write some high frequency sight words. These are words that are seen often in the books that your child is reading and being able to recognise them and say them automatically helps with smooth, flowing reading. It also helps them to write more efficiently as well.

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English/literacy – High frequency sight words

What to do next

Your child will need to watch each video for their high frequency sight word lesson and complete the activity throughout the week.

Day 1 – watch [Lesson 1](#) and complete [Activity Sheet 1](#)

Day 2 – watch [Lesson 2](#) and complete [Activity Sheet 2](#)

Day 3 – watch [Lesson 3](#) and complete [Activity Sheet 3](#)

Check that your child recognising the words and saying them correctly.

There will be questions in the video that your child needs to respond to. Encourage your child to respond out loud. You may consider pausing the videos at times if your child needs more time to respond to the questions or to complete tasks such as writing.

Extend the learning

- Play the matching games and the bingo games from the video lessons again throughout the day.
- Re use the activity sheets by cutting them up to make flash cards that can be held up for your child to read or they can be stuck up around the house with blutak and your child reads them when they see them.
- Write the words on pieces of paper and place in positions around the house such as doors. Everyone who enters that door, (or opens the cupboard or fridge) where the words have been placed has to read the word correctly as a 'password' before they are allowed to enter through the door.
- Be a word detective and look for the words in books.
- Find the words in magazines and cut them out, and stick on a page to make a collage.

Options for your child

Activity too hard?

You can slow down the learning by pausing and providing more time to practise.

If your child is finding forming the letters difficult to write the words, write the words on the page in a light colour such as yellow and encourage them to trace the words instead.

Activity too easy?

If your child is finding these words easy, extend the activity by asking your child to use these words into sentences.

Kindergarten

English/literacy – Shared reading



Things your child will need

Have these things available so your child can complete this task.

Ideal

- Lesson videos:
 - [Shared Reading, Big Rain Coming Lesson 1](#)
 - [Shared Reading, Big Rain Coming Lesson 2](#)
 - [Shared Reading, Big Rain Coming Lesson 3](#)
 - [Shared Reading, Big Rain Coming Lesson 4](#)
- Pencils
- Blank paper or workbook

Backup

- A copy of the book: Big Rain Coming, by Katrina Germein, illustrated by Bronwyn Bancroft and published by Penguin Random House.
You may be able to find a reading of this book on a digital sharing platform, such as YouTube.

Before your child starts

Make sure your child has everything ready at the start of the lesson. There are 4 video lessons to work through in order.

Check that the videos are working and that the volume is turned up for the video lessons. It will help if your child is in a quiet environment.

What your child needs to do

Your child is learning to think critically when listening to a story. Your child needs to know that people bring different experiences, thoughts and ideas to a story, and this can change how we understand it. They are learning to look at a story, and think about the author and illustrator's message.

It is important your child engages with a range of texts, including imaginative, persuasive and informative. These lessons will help your child to use new vocabulary and the concept of recognising symbols in the environment and in the stories read.

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English/literacy – Shared reading

What to do next

Your child will need to watch and listen to each video carefully, just like they do when the teacher at school is sharing a story with them. During the video, you may like to pause as children are asked to respond to prompts and questions. Encourage your child to do this aloud so you can hear what they are thinking and check for understanding. Discussion encourages understanding of the story and provides an opportunity to ask and answer questions.

Day 1 – Watch [Shared Reading Lesson 1](#)

Day 2 – watch [Shared Reading Lesson 2](#)

Day 3 – Watch [Shared Reading Lesson 3](#)

Day 4 – watch [Shared Reading Lesson 4](#)

At the end of each video, talk about aspects of the story discussed in the lesson. Ask questions that will extend your child beyond the basic, obvious facts, for example ‘what colour are the frogs?’. A thoughtful question promotes deeper thinking, opening the way to explore rich vocabulary, ideas and feelings. Examples include:

- ‘Why do you think the illustrator makes every picture ‘wide’, with lots of sky and land?’
- What sort of person do you think Old Stephen is? Is he cranky? Patient? What words and images in the story lead you to think this?’
- What images has the illustrator used to symbolise ‘waiting’?
- Can you prove to me, through the words chosen by the author, that it is incredibly hot? She doesn’t say ‘it is hot’, so how do we know (inferred knowledge)?

Options for your child

Activity too hard?

Talk about the characters in the story. Then explain the simple plot: It is very hot. Old Stephen predicts that rain is on its way. People and animals wait and wait. Finally it rains and everyone is excited and pleased to see it.

Activity too easy?

After the reading, discuss the characters and how they are portrayed in the story. Why has the author only named Old Stephen? Why can’t we see the eyes of any character? What effect does that have on us as we read the story?

Extend the learning

- Your child might like to write a story, play, poem or draw a picture that shows what they think happens after the ‘big rain’ comes.
- Discuss creating another chance for the character Old Stephen to show us how wise and patient he is. What else would he have seen over the years? What else can he share with the community?
- Use the words from the vocabulary lesson ‘huddle’ and ‘echoing’ in multiple contexts throughout the week.
- What images do we personally use, and does our community use, to symbolise something important? What does a red cross symbolise? Who knows this symbol? What about a dove? Does this symbolise anything to a group of people? What does the rainbow serpent symbolise to some Aboriginal communities? Symbols are everywhere – think about road signs. These are universally accepted symbols designed to keep us safe.
- Read other books throughout the week with your child and compare the structure of each book to Big Rain Coming. Are there similarities and differences between them?

Kindergarten English/literacy – Modelled writing



Things your child will need

Have these things available so your child can complete this task.

Ideal

- Video lesson: [Lesson 1 Big Rain Coming Modelled Writing](#)
- You may possibly be able to find a copy of the text on a shared digital platform, such as YouTube.
- Paper
- Pencils
- Copy of the high frequency sight words your child is currently learning – a, am, I, on, the, is, at
- Copy of the letters (graphemes) your child is currently learning – s, a, t, p

Backup

- A copy of the book *Big Rain Coming* by Katrina Germein and illustrated by Bronwyn Bancroft, published by Penguin Random House.
- Alternatively, your child may have some high frequency sight words from their school
- Alternatively, your child may be learning other letters from their school

Before your child starts

It is recommended your child watches all of the Shared reading – Big Rain Coming lessons to build their knowledge and understanding of the text before watching [Lesson 1 Big Rain Coming](#) modelled writing.

Make sure your child has everything that they will need at the start of the lesson. There is 1 video lesson. You may choose to watch it again during the week for more practise. Check that the volume is turned up for the video lesson and that your child is in a quiet environment.

What your child needs to do

Your child needs to know that spoken words can be recorded as print. Then the words can be read over and over again because the print will not change. Words carry meaning and messages.

This lesson will allow your child to coordinate multiple skills, including handwriting skills, critical thinking, composing, refining, re-reading and editing. It is important your child learns to write independently, and feels confident they can do this, but they may need your help and support in the beginning.

As your child is learning the alphabetic code, invented spelling is expected. When incorrect letters are recorded for similar sounds (phonemes), for example, your child may write 'fat' for 'that' or letters are missed, for example 'wen' instead of 'when' praise your child for good listening to the phonemes, indicate which letters they recorded correctly and then record the word correctly above their attempt.

Kindergarten

English/literacy – Modelled writing

What to do next

Day 1 – watch [Lesson 1 Big Rain Coming Modelled Writing](#)

After watching the video, discuss the story Big Rain Coming, and what your child might like to draw and write about. Keep the sentence relatively simple so it can be remembered easily. Encourage your child to draw and write by themselves. They may use some of the high frequency sight words and some of the learnt phonemes to stretch out words, and the corresponding letters, or graphemes, to write them down.

Options for your child

Activity too hard?

Ask your child to draw a picture (perhaps a frog or a dog from the story) and tell your child together you are going to write labels for various parts of it. Together identify a few parts of the picture worth labelling, such as the tail, nose and paws of the dog. If appropriate, ask them to listen carefully for the initial phoneme of each word as you say it slowly. Once identified, if they know the corresponding grapheme, they can record it, but if not, help them do this. Then complete the rest of the word. Say the word aloud and ask your child to read it. Help your child formulate the sentence they would like to record. Often a shorter sentence is more manageable. Monitor the process for your child, reminding them with gentle prompts, of the 'next step', for example 'should we re-read it again to make sure we've got all the words?'

Activity too easy?

Encourage your child to write another sentence and add detail to their picture.

Extend the learning

- Once your child has determined the sentence they would like to write, ask whether the sentence can be improved with some describing words (adjectives) for each noun (naming word). For example, a child might like to write: the frogs wanted some water. Ask if a word that describes the frogs would improve the sentence (green) and encourage another word to describe the water (cool) So, now the sentence could be: The green frogs wanted some cool water. This is much more interesting, as it gives finer detail about the frogs and the water.
- Build each day on the previous day's sentence, so a paragraph is gradually being built. For example,
 - Day 1 – The green frogs wanted some cool water.
 - Day 2 – They waited and waited for the big rain to come.
 - Day 3 – The frogs huddled around the dripping tap.
 - Day 4 – I know what it is like to wait a long time for something.
 - Day 5 – When the big rain came, the green frogs jumped with happiness. I would dance and jump too.
- Editing is an important skill, and your child will benefit from practising it as soon as they begin composing texts. This includes constant re-reading, adjusting and monitoring during the process.